

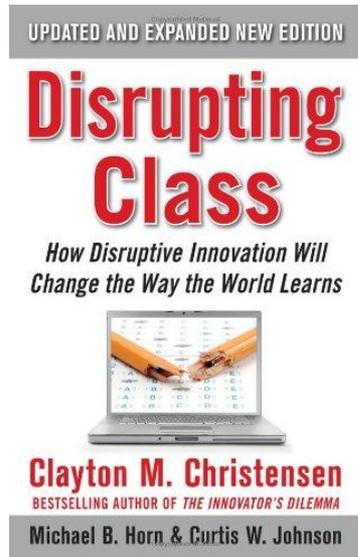
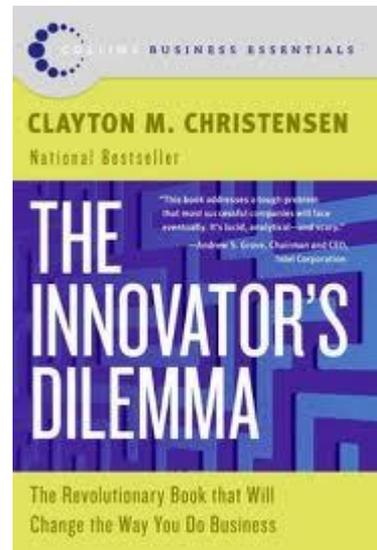


The Rise of Online and Blended Learning in Public Education

**Heather Staker
Texas Senate Education Committee**

Disruptive innovations have a unique potential to transform industries, including in the public sector

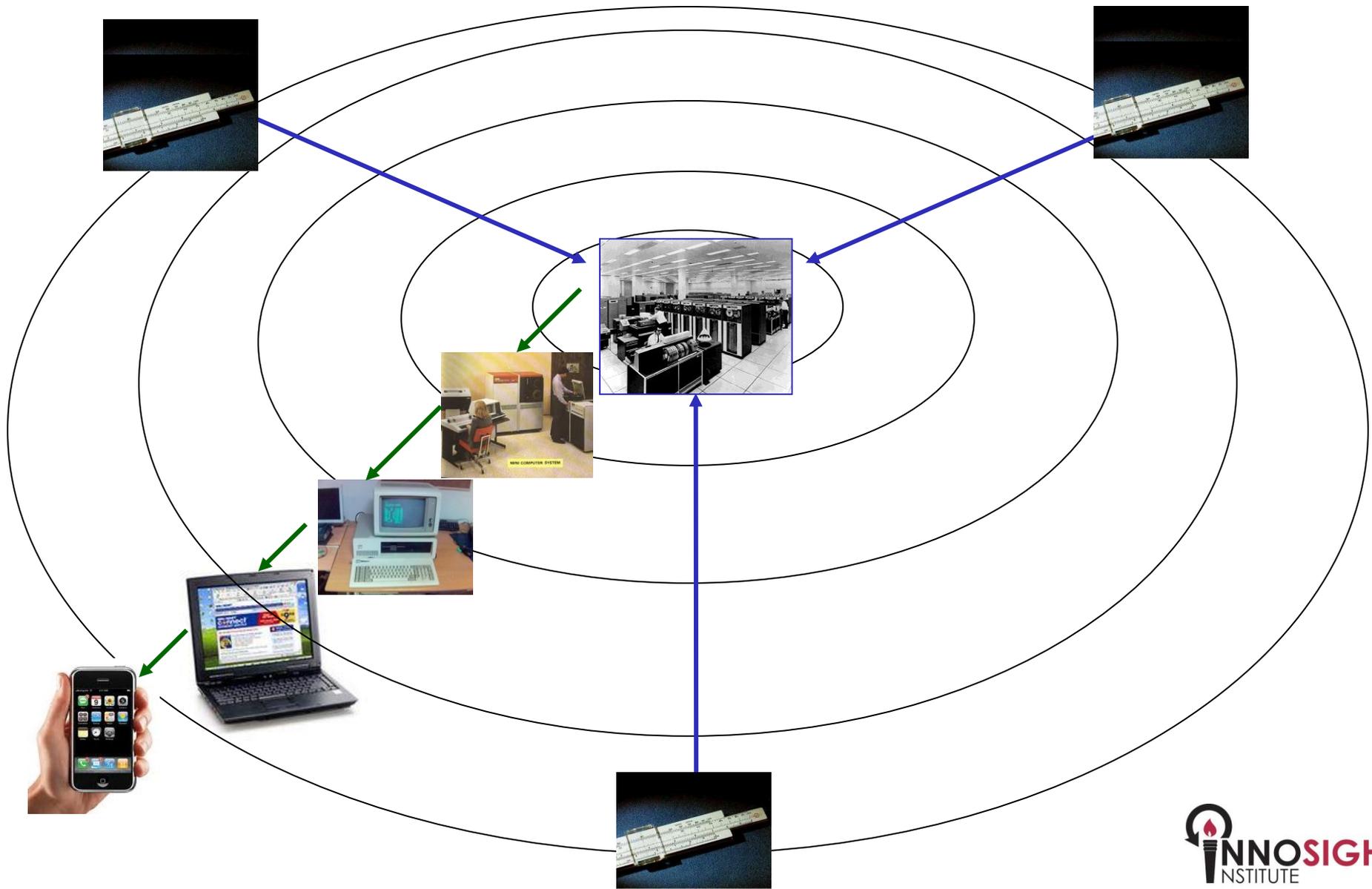
Complicated
Integrated
Expensive
Inaccessible
Inconvenient



DISRUPTIVE INNOVATION
→

Simple
Modular
Affordable
Accessible
Convenient

The disruption of the computer industry provides a clear example of the classic disruptive-innovation pattern



Online learning fits the disruptive pattern, including how it emerged and its S-curve growth trajectory

Started in areas of “nonconsumption”

- Dropout recovery
- Credit recovery
- Homeschooling
- Advanced courses
- Rural and urban schools
- Afterschool
- Professional development

Follows the S-curve growth pattern



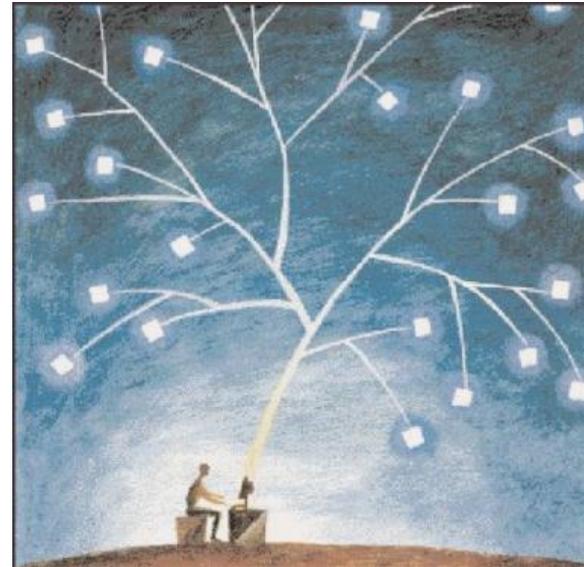
Online learning delivers a different value proposition: an affordable way to customize each student's learning

Traditional factory-style system



Integrated system architecture is tremendously expensive to customize

Online learning



Modular system architecture is much more customizable

- Different paces
- Different background knowledge
- Different aptitudes

Online learning is beginning to blend into brick-and-mortar classrooms and change the fundamentals of the teacher role

Definition of Blended Learning



A formal education program in which a student learns at least in part through online delivery of instruction and content, with some element of student control over time, place, path and/or pace

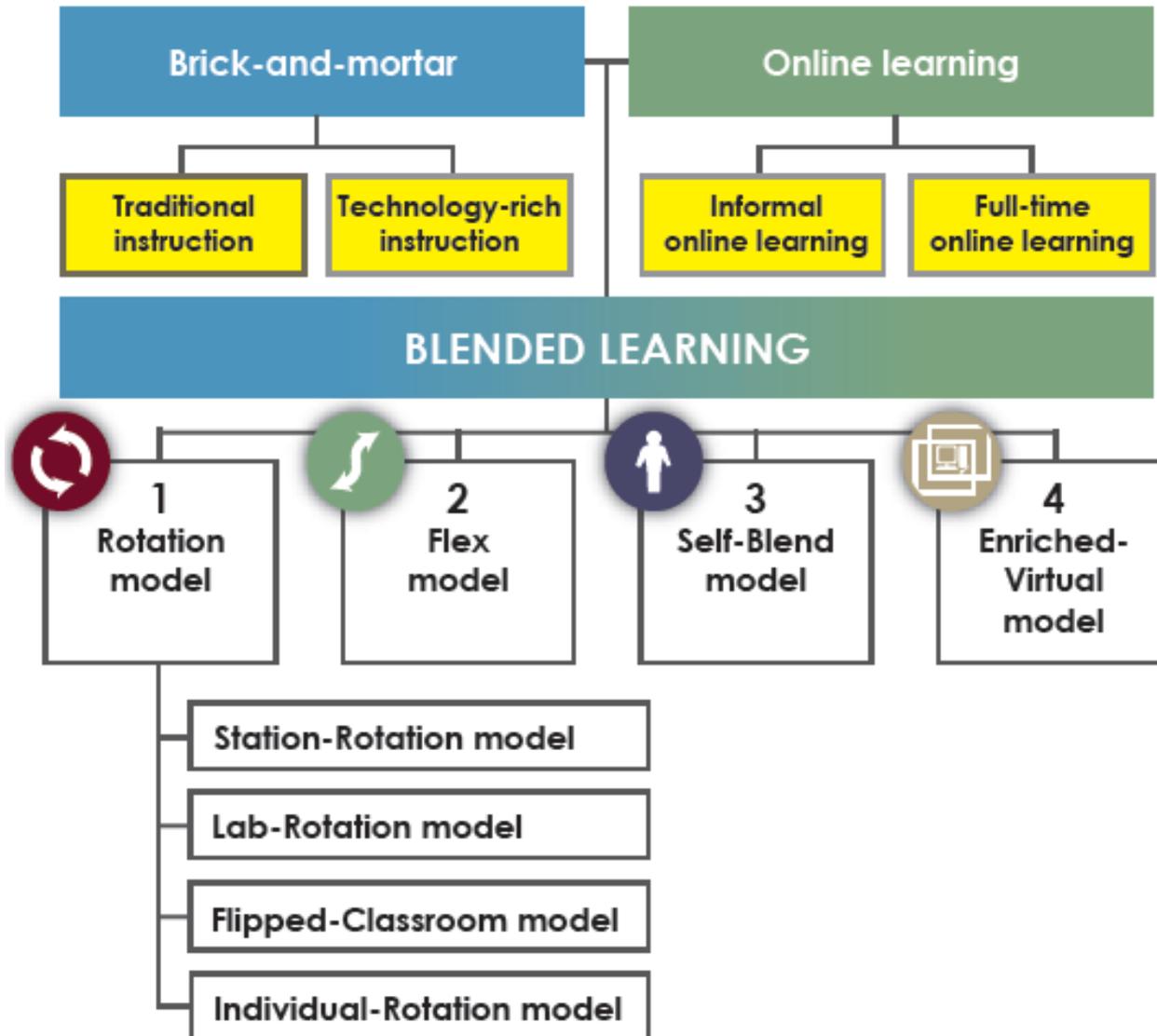
and



at least in part in a supervised brick-and-mortar location away from home (such as school).

**90% of kids
need a
supervised, safe
place to learn
(cannot be
homeschooled)**

Four models of blended learning are emerging in classrooms across America, and the taxonomy is evolving in real time



Texas can do more to encourage high-quality innovation around delivering affordable, personalized education

What are other states doing?

- Directing funding to follow students to the course level so students have a variety of modular options and can create custom learning “playlists.” (Florida, Louisiana, Idaho, Utah, Oklahoma)
- Tying funding to outcomes to incentivize course providers to deliver strong results. (Florida, Utah, Louisiana)
- Reducing input-based rules (ratios, certifications, procedures, etc.). (Ohio is starting to do strong work in this area.)
- Developing a robust on-demand assessment system. (Virginia, Mississippi, North Carolina have all made good progress moving assessment online, as a start.)
- Creating a state plan for high-speed broadband connectivity and wireless networks. (Alabama, North Carolina)